

# **Russian Defense Language Proficiency Test 5**

## **Familiarization Guide**



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## Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Russian Defense Language Proficiency Test 5 (DLPT5) in multiple-choice format. This guide contains general information about the test design, the format of the test, its length, its content, the skills tested, and procedures used in scoring and reporting the scores. In addition, screen shots on what the examinees will see when taking the test on the computer as well as information on testing procedures are provided.

## Overview of the DLPT5

The DLPT5 is designed to assess the general language proficiency in reading and listening of native speakers of English who have learned a foreign language as a second language. The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ - 4 (see Appendix A). All DLPT5s will be delivered on the computer.

DLPT5s in many languages include both a Lower-Range test and an Upper-Range test. The Lower-Range test measures ILR proficiency levels 0+ - 3, while the Upper-Range measures ILR proficiency levels 3 - 4. Examinees will normally take the lower-range DLPT5; those who receive a score of 3 on this test may be eligible to take the upper-range test, depending on the policy of their institution. The DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government.

## Description of the Russian DLPT5

### Lower-Range Test

- **Test Design**
  - The Lower-Range Reading Test contains approximately 60 questions with about 36 authentic passages. Each passage has up to 4 questions with four answer choices per question.
  - The Lower-Range Listening Test contains approximately 60 questions with about 40 authentic passages. Each passage has up to 2 questions

with four answer choices per question. In the test, passages at the beginning will be played once. After a certain point in the test, examinees will hear the passages twice before having to answer the questions.

- For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.
- Examinees have 3 hours to complete the Reading Test and up to 2.5 hours to complete the Listening test (test length for Listening will depend on the length of the passages selected for the test). Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time.

- **Test Content**

- The Russian DLPT5 is designed to measure proficiency in Russian regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.
- The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc.
- The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

- **Test Format:** The test includes instructions on how to take the test, examples on how to answer the questions, and question sets containing the following parts:

- **Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.
- **Passage:** This is the only element of the test that is in Russian. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. The maximum length of a reading comprehension passage is approximately 400 words. Most of the passages are much shorter than the maximum length.
- **Question statement:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an

incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally, questions may ask about expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.

- **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the best answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

## Upper-Range Test

- **Test Design**

- The Upper-Range Reading Test contains approximately 36 questions with about 14 authentic passages. Each passage has up to 5 questions with four answer choices per question.
- The Upper-Range Listening Test contains approximately 36 questions with about 14 authentic passages. Each passage has up to 3 questions and four answer choices per question. All passages will be played twice.
- For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.
- Examinees have 3 hours to complete each form of the Reading and up to 1.5 hours to complete the Listening Test (test length for Listening will depend on the length of the passages selected for the test). Approximately halfway through the tests, examinees will be given a 15-minute break. The break does not count toward the test time.

- **Test Content**

- The test is designed to measure proficiency in Russian regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.
- The passages included in the test are sampled from authentic materials and real-life sources such as signs, publications, radio and television broadcasts, the Internet, etc.

- The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.
- **Test Format:** The test includes instructions on how to take the test, examples on how to answer the questions, and question sets containing the following parts:
  - **Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.
  - **Passage:** This is the only element of the test that is in Russian. The maximum length of a listening comprehension passage in the test is approximately 2 minutes and 40 seconds. The maximum length of a reading comprehension passage is approximately 500 words.
  - **Question statement:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally, questions may ask about expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.
  - **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the best answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

Because test security and confidentiality are extremely important, examinees should not discuss test content with anyone.

## Scoring

Examinee scores are reported in terms of ILR levels, including “plus” ratings. Lower-Range tests are intended to cover ILR levels 0+ through 3. Possible scores are 0, 0+, 1, 1+, 2, 2+, and 3. Upper-Range tests are intended to cover ILR levels 3 through 4. Possible scores are 3, 3+, and 4. Separate scores are reported for reading and listening.

Scores on either type of test reflect current functional language proficiency in reading and listening as defined in the ILR Skill Level Descriptions (see Appendix A). Scores do **not** reflect proficiency in speaking or writing, nor do they reflect examinees' job-related performance or ability to perform specific language-related tasks under special circumstance (e.g., reading or listening to a target language passage indefinitely many times with the aid of supplemental reference materials and information sources).

Scores on the test are based on the number of questions answered correctly. Since there is no penalty for incorrect answers, it is to the examinee's advantage to attempt to answer every question, even if it involves guessing.

## **Preparation for Taking the Russian DLPT5**

The purpose of this publication is to familiarize prospective examinees with the Russian DLPT5 multiple-choice format and general testing procedures. Other than carefully reading this guide so that the test instructions and format are familiar, there is very little to be gained from "studying" for the test. The best preparation for the Russian DLPT5 is the acquisition of a solid base of general proficiency in Russian, both through formal training, and language exposure and use in a variety of real-life language-use settings. Examinees should know that study aids (i.e., dictionaries, reference books, etc) are not permitted for this test.

## **Instructions for taking the Russian DLPT5**

The purpose of this section is to familiarize prospective examinees with how to take the computer-based Russian DLPT5 multiple-choice Reading and Listening tests. Test procedures and instructions for both the Reading and Listening tests are provided.

## **Test Procedures**

This section is to help prospective examinees become familiar with the test procedures of the Russian DLPT 5 multiple-choice Reading and Listening tests. First, there will be a short description of what the examinees see before the actual test begins. Then screen shots of what examinees will see on the computer screen will be provided.

At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC) or a user ID and password that were provided when the examinee registered to take the test. The examinee must click on the [CAC Logon] or [Submit] button before moving to the next screen.

DMDC Information and Technology for Better Decision Making

**DLPT Testing**

**Candidate Logon**

The Test Administrator has successfully logged in.

CAC Log on	User ID & Password
<input type="button" value="CAC Logon"/>	User ID: <input type="text"/>
	Password: <input type="password"/>
	<input type="button" value="Submit"/>




The next screen provides a list of tests for which the examinee is eligible; the examinee selects the appropriate test from the list.

The screenshot displays a web application titled "DLPT Testing" with a header bar containing the DMDC logo, the text "Information and Technology for Better Decision Making", and the Department of Defense seal. Below the header, a section titled "Available Tests" lists two options: "Urdu Reading" and "Urdu Listening". Each option has a corresponding "Take Test" button. The bottom half of the screen is a large blue gradient area.

Available Tests	
Urdu Reading	Take Test
Urdu Listening	Take Test

Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense language Institute Tests, the Test Administration Statement (of the examinee's ability to take the test at that time), and the Non-Disclosure Statement. The examinee must click on the indicated checkboxes under the Disclaimer and the Non-Disclosure Statement before moving to the next screen.

DLPT 5 Listening Comprehension Test for Russian Form A	
<p>DEPARTMENT OF DEFENSE</p> <p><b>Defense Language Proficiency Test 5</b></p> <p>Multiple Choice Format</p>  <p><b>Russian</b></p> <p>Language Code RU</p> <p><b>Listening Comprehension</b></p> <p><b>Form A</b></p>	<p><b>Please DO NOT START until told to do so.</b></p> <p>If you have difficulty with the instructions or any functions of this test, please raise your hand and the Test Administrator will assist you.</p> <p><b>FOR OFFICIAL USE ONLY</b></p> <p>Controlled Item (Test Material)</p> <p>Not to be shown to unauthorized persons Not to be reproduced without authority granted by the Commandant Defense Language Institute Foreign Language Center</p> <p><b>To begin the test, click the Begin button below.</b></p>
<a href="#">Help</a>	<a href="#">Begin</a>

Introduction: Screen 1 of 7

**Privacy Act Statement:**

Disclosure of requested information is solicited under the authority of Title 10, United States Code 3012, Executive Order 9397 and Army Regulation 600-2 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the student's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to students. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.

**Disclaimer for Defense Language Institute Tests:**

Materials for this test come from authentic sources within the target culture. These sources often include conversations or written material of a controversial nature, which are essential for understanding world events. As a result, there may be topics, ideas, and language in the areas of politics, international relations, mores, etc. that may be considered contentious. The presence of controversial statements on a test should not be construed as representing the opinions of the test development team, the Defense Language Institute Foreign Language Center, or the Department of the Army.

☐ I confirm having read and understood both the Privacy Act Statement and the Disclaimer.

Click on the checkbox above to confirm.

[Help](#)

Introduction: Screen 2 of 7

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**Test Administration Statement:**

I understand that I am not required to take the Dari Listening Comprehension Test at this time if there are extenuating circumstances, such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with my performance on the test; and that the test will be administered at another time acceptable to me, the Test Administrator, and my unit commander.

**Non-Disclosure Statement:**

I understand that this test is **FOR OFFICIAL USE ONLY** and the unauthorized discussion, disclosure or possession of any part of this test is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, fellow service member, spouse, or class member.

☒ I confirm having read and understood both the Test Administration and the Non-Disclosure Statements.

Click on the checkbox above to confirm.

[Help](#)

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The next few screens contain examples of the screen layout for examinees to familiarize themselves with the features of the test, instructions for taking the test and a sample test passage. The text and questions in these screens appear smaller than the text and questions on the actual test passages.

### Reading comprehension test

Example of screen layout for the reading comprehension test: The example text represents a generic foreign language; it is not meant to be legible. Explanations of the parts of the screen are provided.

**DLPT 5 Lower Range Reading Comprehension Test for Russian Form A**

**Example of Screen Layout**

Familiarize yourself with the features of this screen now.

**ORIENTATION STATEMENT**

- \*explains source of passage in English.

**FOREIGN LANGUAGE PASSAGE**

- \* Paragraphs are marked 1, 2, etc
- \* If a question asks about a specific word or phrase it is highlighted in red in the text.
- (The text shown here represents a generic foreign language. It is not meant to be legible.)
- \* A red line indicates the end of the passage.
- \* To see the entire passage you may need to scroll.

**DLPT 5 Multiple Choice Test for Reading Comprehension**

Language X Form x Section 1 of 3

from a magazine article

1. XXXXX YY XYXX XXXX YYX  
 XXXX YYX XXXX YYX XXXX YYX  
 XXXXXXXX XXXXXXXX XXXX  
 XX XX XYXX YYX XXXXXXXX.

2. XY XXXX XY XYXX XYX  
 XYXX XYXXXYXY XXXXXXXX  
 XXXX XY XYXY XYX XYXX  
 XYXX XYXY XYX XXXXX  
 XYXY XYX XXXXXXXXXY XY  
 XXXXXXXX XYX XYXY XYX  
 XYX XXXXXXXX XYXX XYX  
 XYXXXY. XYXY XYXX XYX  
 XXXX XYXX XYXX XYX  
 XYX.

End of this passage

☐ Mark this passage for later consideration.

**TITLE BAR**

- \* indicates the test title and section.

**QUESTIONS**

- \* To choose an answer, click the button next to that choice.
- \* To change an answer, click the button next to a different choice.
- \* A red line indicates the end of the questions.

**STATUS BAR**

Passage 2 of 5

3 questions

Test ends in: 37:39

Go to:

Previous Passage    Next Passage

**NAVIGATION BUTTONS**

Passage #

Total # of Passages

# of Questions for this passage

Time remaining

Help

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Instructions screen for the reading comprehension test:

DLPT5 Lower Range Reading Comprehension Test for Language X Form A

INSTRUCTIONS

This test measures your reading comprehension in Language X. In taking the test you should do the following:

- Read the short statement before each passage that tells you where the passage came from.
- Read the Language X passage and the question or questions that follow carefully. The questions may be in the form of a question or an incomplete statement.
- For each question, choose the best answer from the four answer choices. The answer to each question may be stated overtly or only implied in the passage.
- Click on the button next to the answer you have chosen.
- Use the [Next] button at the bottom right of the screen to go to the next passage.
- **There is no penalty for guessing; therefore, it is to your advantage to answer all of the questions.**

---

**If you need help during the test, press the [Help] button in the lower left corner.**

**A Sample Passage follows on next page.**

Help

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Next

The next screen contains one sample passage with its associated question or questions.

Example of a reading sample passage:

DLPT 5 Lower Range Reading Comprehension Test for Russian Form A					
<p><b>Sample Passage</b></p> <p><i>An excerpt from a letter to the editor of a newspaper</i></p> <p>Я, как и многие москвичи, испытываю большие трудности в последнее время. В столице нелегко устроиться по специальности, особенно инженеру. Это всё потому, что институты и университеты каждый год выпускают тысячи специалистов, и каждый из них хочет остаться в Москве. Конкуренция очень высокая, и иногда нужны месяцы, чтобы найти работу.</p> <hr/> <p>End of this passage Mark this passage for later consideration. <input type="checkbox"/></p>	<p>S1. What is the writer concerned about?</p> <ul style="list-style-type: none"><li><input type="radio"/> Finding good employees nowadays in Moscow.</li><li><input type="radio"/> The cutthroat competition among university students.</li><li><input type="radio"/> The declining quality of teaching at many universities.</li><li><input type="radio"/> Securing employment in his field in Moscow.</li></ul> <hr/> <p>End of questions for Sample Passage</p>				
<table border="0"><tr><td><a href="#">Help</a></td><td>Sample Passage   1 question</td><td><a href="#">&lt;&lt; Back</a></td><td><a href="#">Next &gt;&gt;</a></td></tr></table>		<a href="#">Help</a>	Sample Passage   1 question	<a href="#">&lt;&lt; Back</a>	<a href="#">Next &gt;&gt;</a>
<a href="#">Help</a>	Sample Passage   1 question	<a href="#">&lt;&lt; Back</a>	<a href="#">Next &gt;&gt;</a>		

After the sample passage, the examinee clicks on the [Next] button and moves to the test start screen.

### Test Start Screen for the Reading Test

DLPT5 Lower Range Reading Comprehension Test for Language X Form A	
<p style="text-align: center;"><b>End-of-Test Review Information</b></p> <ul style="list-style-type: none"><li>• After the last passage, <i>if there is still time on the clock</i>, you will have the opportunity to review your answers before submitting the test.</li><li>• From the review page you will be able to jump to any given passage.</li><li>• You will be able to change any answer or respond to any questions you have not answered.</li><li>• Detailed instructions for this review will be given at the end of the test.</li></ul>	<p style="text-align: center;"><b>Start of Test</b></p> <ul style="list-style-type: none"><li>• This reading test section contains: 43 passages and 61 questions.</li><li>• You are allowed 3 hours to complete the test.</li><li>• There will be a break after 90 minutes. The break does not count against your time.</li><li>• When you are ready, click the [Start Test] button below.</li><li>• The screen will move to Passage 1 and the clock will begin.</li></ul>
<a href="#">Help</a> End of Instructions	Test ends in: 180:00 minutes <a href="#">Back</a> <a href="#">Start Test</a>



## Listening comprehension test

Example of screen layout for the listening comprehension test:

DLPT 5 Listening Comprehension Test for Latin Form A

### Example of Screen Layout

Familiarize yourself with the features of this screen now.

DLPT 5 Multiple Choice Test for Listening Comprehension Form x

*This passage is taken from a news broadcast.*

1. What does the author claim about his sources?

- ☐ They are a major players in the governmental sector.
- ☐ They are primary political figures.
- ☐ They have been significantly cautious in the last few years.
- ☐ They have been a favorite target of politicians.

2. What is the author's purpose in discussing this issue?

- ☐ To highlight the corruption of the current system.
- ☐ To expose traitors in the higher echelons of the military.
- ☐ To contribute to public awareness.
- ☐ To criticize those not paying attention.

End of questions for this passage

Passage 1 of 10      2 questions      Time to answer questions: 15

Passage #      # of Questions      Time remaining  
Total # of Passages      for this passage

**TITLE BAR**

- indicates the test title and section.

**ORIENTATION STATEMENT**

- explains source of passage in English.

**QUESTIONS**

- To choose an answer, click the button next to that choice.
- To change your answer, click the button next to a different choice.
- A red line indicates the end of the questions.
- To see all the questions, you may need to scroll.

**STATUS BAR** shows:

- Current passage number
- Total number of passages
- Number of questions for current passage
- Timer Status or Audio Status

Help      Introduction: Screen 5 of 7      Next >>

The next two screens contain instructions for the listening comprehension test. Note that examinees may select their answers to the questions while the audio is playing.

DLPT 5 Lower Range Listening Comprehension Test for Language X Form A

Test Sequence

- When a passage screen opens, you will hear its passage number and orientation statement.
- Then a countdown timer will appear in the status bar below. It tells you how many seconds there are before the audio passage will start.

Time to preview questions: 10
- When the timer reaches 00, you will hear a short tone and the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar. You may answer questions at any time during the playing of the audio.

Audio Playing
- When the audio finishes, a new countdown timer will be displayed in the status bar. It tells you how many seconds you have left to answer.

Time to answer questions: 15
- When the timer reaches 00, the program automatically moves on to the next passage.

Countdown Timers

- The amount of time allotted for previewing and answering questions is based on the number of questions for the passage.
- The chart below shows the timer intervals.

# of Questions	Total Preview Time	Total Time to Answer
1	10 seconds	15 seconds
2	20 seconds	30 seconds
- Remember: you may answer questions at any time during the playing of the audio.

BEFORE YOU PROCEED, adjust your volume.

Test Volume

Click the [Test Volume] button to hear a short audio file.

Help

Introduction: Screen 6 of 7

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**ATTENTION: You should hear a voice reading the instructions below.**

**If the audio is not clear or loud enough, raise your hand now to alert the Test Administrator.**

#### INSTRUCTIONS

This test is intended to measure your listening comprehension in Language X. It contains a number of listening passages in Language X, each one followed by one or more questions based on that passage.

- Before each passage you will hear a statement in English that explains the context from which the passage was taken.
- Then you will be given a short amount of time to read the questions pertaining to the passage.
- Next you will hear a short tone signal to alert you that you are about to hear the passage.
- You will then hear the passage itself. At the beginning of the test, passages will be played only once. After a certain point in the test, passages will be played twice, and you will be told when you reach that point.
- After hearing the passage, you will be instructed to answer the questions that are based on the passage. Read each question and its answer choices carefully. The amount of time you have to answer depends on the number of questions for the passage.
- Based on what you have heard in the passage, choose the best answer to each question from among the four answer choices.
- Since there is no penalty for guessing, it is to your advantage to answer all of the questions.

---

**If you need help during the test, press the [Help] key.**

**A Sample Passage follows on next page.**

Example of listening sample questions (the sample passage audio is played while the screen is displayed):

DLPT 5 Listening Comprehension Test for Latin Form A

Sample Passage

This passage is from a local news broadcast.

Q1. What was reported regarding the cause of the accident?

- ☐ The drivers of the cars had disregarded posted warning signs.
- ☐ The drivers had violated the regulations of the auto inspector.
- ☐ The protective wall made of snow collapsed under the weight of the cars.
- ☐ The cars were not properly equipped for driving on ice-covered roads.

Q2. What happened as a result of the accident?

- ☐ A rescue boat was overturned.
- ☐ A traffic patrol officer was hurt.
- ☐ Two passengers received head injuries.
- ☐ Three people drowned in a car.

End of questions for Sample Passage

Mark this passage for later consideration. ☐

Sample Passage 2 questions

Audio Playing

After the sample passage, the examinee clicks on the [Next] button and moves to the test start screen.

DLPT 5 Lower Range Listening Comprehension Test for Language X Form A	
<p><b>End-of-Test Review Information</b></p> <ul style="list-style-type: none"><li>• At the end of the test you will have the opportunity to review your answers before submitting the test.</li><li>• From the review page you will be able to jump to any given passage.</li><li>• You will be able to change any answer or respond to any questions you have not answered.</li><li>• <b>The audio will not be played again</b> during this review period.</li><li>• You will be given 3 minutes for this review.</li><li>• Detailed instructions for this review will be given at the end of the test.</li></ul>	<p><b>Start of Test</b></p> <ul style="list-style-type: none"><li>• This listening test contains: 49 passages and 60 questions.</li><li>• The test will advance automatically by means of a timer. It runs approximately 1 hour and 45 minutes.</li><li>• There will be a 15 minute break beginning at passage 33.</li><li>• When you are ready, click the [Start Test] button below.</li><li>• The screen will move to Passage 1 and the clock will begin.</li></ul>
<a href="#">Help</a> End of Instructions	<a href="#">&lt;&lt; Back</a> <a href="#">Start Test</a>

## End-of-Test Review Information

At the end of each test, a review screen appears for examinees to review their responses to the questions before submitting the test.

From the review page, examinees will be able to jump to any given passage.

They will be able to respond to any questions they have not answered, or they can change an answer.

The audio for the Listening Test will not be played again during this review period.

Example of the review screen:

DLPT 5 Lower Range Reading Comprehension Test for Russian Form A

### End of Reading Test

- In the chart below, an asterisk (\*) in the Answer column means that you have answered a question.
- If you see the word **BLANK**, it means that **no answer** has been registered for this question.
- If you see an **X** next to a passage number, it means that you marked that passage for further consideration as you were taking the test.
- To review/change any answer, click the row below which corresponds to the question number.

Passage	Q #	Answer
1	1	*
2	2	*
3	3	*
4	4	*
5	5	*
6	6	*
7	7	*
8	8	*
9	9	*
10	10	Blank
11	11	*
X 12	12	*
13	13	*
14	14	*
15	15	*
16	16	*

Passage	Q #	Answer
17	17	Blank
18	18	Blank
19	19	*
20	20	*
21	21	*
22	22	*
23	23	Blank
24	24	*
25	25	*
26	26	*
27	27	*
28	28	*
29	29	*
30	30	*
31	31	*

Passage	Q #	Answer
29	33	*
30	34	*
31	35	*
32	36	*
33	37	*
34	38	*
35	39	*
36	40	*
37	41	*
38	42	*
39	43	Blank
40	44	*
41	45	*
42	46	*
43	47	*

Passage	Q #	Answer
38	48	*
39	49	*
40	50	*
41	51	*
42	52	*
43	53	*
44	54	*
45	55	*
46	56	*
47	57	*
48	58	*
49	59	*
50	60	*
51	61	*

- When you are satisfied and are ready to submit your test, click the [Submit] button below.

Review Answers

Test ends in: 176:56

Submit

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## Russian DLPT5 Reading Comprehension Sample Passages

### Level 1+

#### An excerpt from a letter to the editor of a newspaper

Я, как и многие москвичи, испытываю большие трудности в последнее время. В столице нелегко устроиться по специальности, особенно инженеру. Это всё потому, что институты и университеты каждый год выпускают тысячи специалистов и каждый из них хочет остаться в Москве. Конкуренция очень высокая, и иногда нужны месяцы, чтобы найти работу.

#### **Question 1**

##### **1. What is the writer concerned about?**

- (A) Finding good employees nowadays in Moscow.
- (B) The cutthroat competition among university students.
- (C) The declining quality of teaching at many universities.
- (D) Securing employment in his field in Moscow.

The best answer is (D).

The writer says that thousands of specialists graduate every year and want to live in Moscow, and so it takes months to find a job. Hence, “D” is the best answer. “A” is not the best answer because the writer is looking for a job, not trying to hire someone. “B” is not the best answer because the writer complains about competition among graduates, not students. “C” is not the best answer because nothing is said about the quality of teaching.

## **Level 2**

### **From a newspaper**

¶1	Возможность посетить кинотеатр, не выходя из своих автомобилей, получили в конце прошлой недели москвичи. В столице открылся первый в нашей стране кинотеатр под открытым небом для автолюбителей, получивший название «Галактион».
¶2	Внешне «Галактион», расположившийся по соседству с велотреком в Крылатском, напоминает летний кинотеатр. Однако вместо обычного зрительного зала в нем заасфальтирована стоянка для автомобилей, рассчитанная на 150 машин.
¶3	Смотреть кино на экране размером 18х9 метров можно через лобовое стекло, а звук подается напрямую в машину через радиопередатчик, настроенный на одну из радио-частот. Работать «Галактион» будет ежедневно, но только по вечерам – с одиннадцати часов вечера. Билет не из дешевых – около 200 рублей. Однако стоит учесть, что в его стоимость включен легкий ужин, который будет подаваться прямо в машины.
¶4	Новое ночное развлечение просуществует до конца сентября, после чего временно закроется на дождливый и снежный сезон.

### **Questions 2-3**

**2. Why might readers be tempted to patronize the business described in this article?**

- (A) It is the only establishment of its kind in the city.
- (B) There are special showings during summertime.
- (C) There is ample parking a short walk from the facility.
- (D) It is the only one with a state-of-the-art sound system.

The best answer is (A).

The passage is a report about a new drive-in theater that has opened up in Moscow. The theater is described as the first such theater in all of Russia; hence, “A” is the best answer. “B” is not the best answer because, although the theater will operate during the summer, no special showings are mentioned. “C” is not the best answer because the nature of the facility entails that people drive into it rather than park elsewhere and walk to it. “D” is not the best answer because the facility itself is not described as having a sound system of its own.



**3 What is the one special service provided by this business?**

- (A) Valet parking for season ticket holders.
- (B) Free radios for the first 150 customers.
- (C) A meal comes with the price of admission.
- (D) A discounted price is offered for the late show.

The best answer is (C).

The report also mentions that, although the tickets for this drive-in theater are expensive, they include a light dinner, which is brought out to the cars. Therefore, “C” is the best answer. “A” is not the best answer because neither valet parking nor the availability of season tickets is ever mentioned. “B” is not the best answer because radios are only mentioned in connection with the means by which moviegoers hear the soundtrack. “D” is not the best answer because no discount prices are mentioned for any showings.

### Level 3

#### From a weekly business magazine

¶1	Заметили ли вы, что чем успешнее ваша карьера, тем больше желающих на вас стукнуть? Это хорошо. То, что на вас стучат. Будь вы каким-нибудь Акакием Акакиевичем, ваша скромная персона мало бы кого интересовала. Стучат - значит кого-то вы уязвили фактом своего существования. С чего, собственно, карьеры и начинаются.
¶2	С «дятлами» бороться бесполезно. Они были, есть и будут. Говорят они общими фразами и от третьего лица: "есть мнение", "говорят, что". Они не работают, они налаживают связи с общественностью. Пытаться дружить с ними - пустое дело. Любое неформальное общение они воспринимают как шанс максимально много узнать о вас. И потом, перевернув с ног на голову, преподнести начальству. Переделывать, угрожать или стыдить «дятла» бесполезно. Он вряд ли вас поймет. Это станет лишним поводом слить на вас компромат боссу.
¶3	Если вы не хотите, чтобы о вас судачили в кабинете шефа, не кормите любопытство коллег - из него вырастет чудовище, которое с аппетитом проглотит вас. "Дятел" мало того, что настучит. Приврет, из частного случая выведет правило - и вот вы - убогий, к которому все время цепляется ментура, а женщины рисуют рога. Впрочем, нельзя оставить коллектив без какой-либо информации о себе, а то коллеги такого про вас насочиняют! Ведь стукач - это информационный пылесос, и он не разделяет информацию на позитивную и негативную. Так что не переусердствуйте!
¶4	Умело манипулируя информацией о себе, вы можете посадить стукача в лужу. Между делом расскажите в курилке коллегам о том, что у вас есть точная информация о кадровых перестановках в фирме-конкуренте. Ваша "деза" быстро дойдет до босса, и репутация стукача в глазах начальника будет подпорчена. Еще пара подобных проколов со стороны информатора - и кабинет или в крайнем случае уши босса будут для него закрыты. Если же вы видите, что шеф вас тихо гнобит, не приглашает на летучки, не предлагает вам там высказаться, значит, и правда на вас "накапали". Постарайтесь вычислить, кто накапал вашему руководителю. Тогда вам будет проще догадаться, каких собак тот мог на вас повесить.

#### Questions 4-5

##### 4. The author of this passage provides advice on how to

- (A) change an obstacle into an advantage.
- (B) put one's boss in his place.
- (C) turn the tables on an adversary.
- (D) win at playing office politics.

The best answer is (C).

The passage discusses the phenomenon of coworkers' informing on each other to their boss. In the fourth paragraph, the author describes a form of revenge a victim of this activity can take, in which false information is given out in the expectation that the offending coworker(s) will pass this along to the boss and be made to look foolish. This strategy could be described as "turning

the tables on an adversary”; hence, “C” is the best answer. “A” is not the best answer because, although the discussion does give advice on how to remove obstacles, no advice is given on how to gain a positive advantage in the office. “B” is not the best answer because it is the informer rather than the boss who is being put in his place. “D” is not the best answer because, as in “A”, no advice is given on how to be successful in the office environment, only on how to remove a potential obstacle to success.

**5. What idea is most correctly associated with the expression посадить в лужу as it is used in the third paragraph?**

- (A) To arouse someone’s anger.
- (B) To put someone on the spot.
- (C) To intimidate someone.
- (D) To deflate someone’s ego.

The best answer is (B).

In explaining his prescribed method for taking revenge on an informing coworker, the author describes how the use of this method will affect the offending coworker: it will make the informer look foolish by putting him or her into an uncomfortable predicament; hence, “B” is the best answer. “A” is not the best answer because making the informer angry, although a likely outcome of the method, is not its goal. “C” is not the best answer because the method is not intended to succeed by direct means such as intimidation. “D” is not the best answer because it describes a possible outcome of the method that is not itself a goal of the method.

## Level 4

### From a monthly magazine

	<p><i>"Где нет тропы, надо часто оглядываться назад, чтобы прямо идти вперед."</i></p>
¶1	<p>Больше ста лет назад Россия входила в двадцатый век, как сейчас она входит в двадцать первый. Какой она себя при этом ощущала? Какие уроки вынесла из предыдущего столетия, какие упования возлагала на наступившее? Прибегнем к услугам лучшей в мире машины времени - своего воображения. Пусть она высадит нас в январской Москве 1901 года, скажем, в Замоскворечье.</p>
¶2	<p>Склон, ведущий к протоптанной на крепком льду Москвы-реки тропинке, залит ярким, по-особому бодрящим зимним солнцем. Наверху степенно беседуют мамы, бабушки и дедушки, катают младенцев, чтобы дышали свежим воздухом. Около одной из колясочек высокий старик со строгим лицом в меховом картузе. Время от времени он берется за ручку коляски и покачивает - скорее всего, не внука, а правнука - хотя тот не плачет. Уникальный исторический миг! Два века еще соединены через физическое тело коляски, но совсем скоро они расцепятся, и зазор между ними начнет увеличиваться.</p>
¶3	<p>Девятнадцатый век - в морщинах и седине старика, в его железной памяти. Старик весь там, новый век ему не нужен, на него нет уже ни сил, ни любопытства. Он полон дорогим его сердцу прошлым, которое кончилось для календаря, но не для него. Он видит, как мальчишкой сидит на коленях любимого дяди, и тот рассказывает ему про недавнее нашествие Наполеона... А вот и он сам уже молодой офицер в лагере под Евпаторией, поднимающий стакан за павших во вчерашней битве друзей... Глядя на храм Христа Спасителя, сверкающий золотым куполом на той стороне реки, он вспоминает церемонию его освящения, когда он стоял совсем близко от нового царя, сменившего на троне убитого бомбой отца, и хорошо разглядел его богатырскую фигуру. И лица, лица, лица - красивые, добрые, милые. Их уже никого нет, видевших то же самое, что видел он, и, яко ночной вран на нырище, он один хранит в себе яркость, богатство, мощь и красоту наполненного калачами, лошадьми, победами, березовыми вениками, гулом голосов, шепотом влюбленных и маршами духовых оркестров неповторимого великого столетия Великой России.</p>
¶4	<p>Он знает, что сей, лежащий в колясочке, увидит восстание и падение многих. Гимназистом-выпускником он узнает об отречении царя и раскупорит с одноклассниками шампанское: свобода! Фантазия восторженного юноши нарисует ему прекрасное вольное Отечество, но эта эйфория прервется гражданской войной, которая будет носить его от Варшавы до Волочаевска. Потом... <b>Вот наилучший вариант его судьбы:</b> он поедет строить Магнитку и, окончив заочно институт, станет инженером. Получит от Ворошилова орден за вклад в советскую металлургию и снова уйдет на войну, на этот раз с фашистами. По ее окончании - возвращение в родную Москву, смерть Сталина, хрущевская "вторая попытка" построения коммунизма, застой, начало перестройки (если Бог даст ему дожить до нее), полное разочарование во всем. Не на то он надеялся, не того ждал, приветствуя мятежный Февраль... Где-то была допущена ошибка, а где?</p>

### Questions 6-8

**6. What implication does the epigraph at the beginning of the passage have in this passage?**

- (A) The past is the best predictor of the future.
- (B) One cannot escape one's destiny.
- (C) The path to the future is unpredictable.
- (D) One should profit from one's mistakes.

The best answer is (A).

The passage is an author's attempt to derive some understanding of the course that the 21<sup>st</sup> century will take from events of the 20<sup>th</sup> century. To accomplish this, he brings the reader back to the beginning of the 20<sup>th</sup> century, to see, in turn, how it evolved from the century before it, using an old man and his great-grandson as the symbols of the two centuries. Because the epigraph means, "Where there is no path, one often needs to look back in order to move forward," the best answer is "A". "B" is not the best answer, because although the baby's destiny is discussed, it is not portrayed as inescapable; what the author portrays is the best that the baby can hope for, leaving room for other possible life paths. "C" is not the best answer because, even though the baby's destiny is not portrayed as inescapable, it is portrayed as bounded, and the point of the passage as a whole is that an understanding of the future's course can be learned from the past. "D" is not the best answer because, even though the passage as a whole implies that one should profit by one's mistakes, the meaning of the epigraph takes in learning from successes as well.

**7. The author's attitude toward 19th century Russia seems to be one of**

- (A) disaffection due to its pompousness.
- (B) admiration of its qualities.
- (C) regret over its unfulfilled potential.
- (D) acceptance of its shortcomings.

The best answer is (B).

The author discusses the 19<sup>th</sup> century in the third paragraph, where he discusses the old man's positive memories from his lifetime, many of which relate directly to qualities of Great Russia such as brightness, richness, power, and beauty; hence, "B" is the best answer. "A" is not the best answer because the paragraph clearly has a positive tone, indicating the old man's nostalgia and the author's tacit approval of the old man's attitude. "C" is not the best answer because the only unfulfilled potential symbolized is that of the baby, who is associated with the 20<sup>th</sup> century. "D" is not the best answer because the portrayal of Russia in the third paragraph does not deal with Russia's shortcomings.

8. The phrase **вот наилучший вариант его судьбы** in the last paragraph most likely suggests that the young man will

- (A) suffer indignity.
- (B) survive hardship.
- (C) overcome his fears.
- (D) sacrifice his principles.

The best answer is (B).

In the last paragraph of the passage, the author introduces the baby's imagined destiny as the best future that the baby can hope for and goes on to paint a picture of great promise unfulfilled, with attendant hardships to endure and ultimate disappointment; hence, "B" is the best answer. "A" is not the best answer because no indignities directed at the young man are portrayed or implied. "C" is not the best answer because the young man's fears, as opposed to his hopes, are never addressed. "D" is not the best answer because although the young man is forced to sacrifice his hopes, it is never implied that his principles are also sacrificed.

## Russian DLPT5 Listening Comprehension Sample Passages

*Note: Examinees will not see passage transcripts in an actual DLPT5 listening test.*

### Level 1+

This passage is from a medical program on the radio.

F1: И в конце нашей передачи я хотела бы поговорить немного о новом средстве от головной боли. Называется этот препарат "Бикусин", а делают его на Белгородской фармацевтической фабрике. Наталья Викторовна Орлова - Генеральный директор этой фабрики. Наталья Викторовна, что вы можете рассказать об этом препарате.

F2: Да, это первый отечественный препарат такого рода на нашем рынке. Несомненным достоинством "Бикусина" является его очень доступная цена - всего лишь около 4-х рублей.

F1: Да что вы?!

F2: Да, да. При этом его действие настолько эффективно, что превосходит многие дорогие заграничные препараты. Я убедилась в этом на собственном примере. Советовала бы и вам попробовать.

F1: Ну, я думаю, что наши слушатели воспользуются вашим советом и попробуют это средство от головной боли. Спасибо.

### **Question 1**

**1. What is the speakers' goal in this part of the program?**

- (A) To encourage listeners to try out a new product.
- (B) To inform listeners about a recall of a popular painkiller.
- (C) To describe a new product rebate offer to listeners.
- (D) To tell listeners about a new domestic drug manufacturer.

The best answer is (A).

The speakers are discussing a new medication to treat headaches; therefore "A" is the best answer. "B" is not the best answer because the product has been introduced, not recalled. "C" is not the best answer because the speakers mentioned that the medication is affordable generally, not that there are any special deals. "D" is not the best answer because the main subject of discussion is a new medicine, not the pharmaceutical factory producing it.

## **Level 2**

**This passage is from a local news broadcast.**

Возле города Павлово на реке Ока провалились под лед три автомобиля. Как сообщили в Областном Управлении Автоинспекции, водители трех легковых автомобилей не обратили внимание на знаки, запрещающие въезд на реку, и, преодолев заградительный вал из снега, выехали на лед. Однако переправиться таким способом через реку им не удалось - не доехав до правого берега Оки, все три машины провалились под лед.

Водителям и пассажирам двух машин удалось спастись. Водитель и два пассажира третьего автомобиля утонули вместе с машиной.

Поиск утонувших людей и автомобилей ведут оперативная группа отдела по чрезвычайным происшествиям и водолазы аварийно-спасательного отряда, взявшие с собой судно на воздушной подушке.

### **Questions 2-3**

**2. What was reported regarding the cause of the accident?**

- (A) The drivers of the cars had disregarded posted warning signs.
- (B) The cars were not in compliance with safety regulations.
- (C) The protective wall made of snow collapsed under the weight of the cars.
- (D) The cars were not properly equipped for driving on ice-covered roads.

The best answer is (A).

The passage is a news report about an accident in which three cars sank in an ice-covered river. According to the report, the cars ignored posted warning signs; hence, "A" is the best answer. The report also stated that the cars drove over a protective snow barrier, ending up on the frozen river, where the ice gave way under the cars. "B" is not the best answer because the cars' condition with regard to safety regulations was never mentioned. "C" is not the best answer because, although the cars drove over a protective snow barrier, the accident occurred once they reached the frozen river. "D" is not the best answer because, as in B, the cars' condition was never mentioned and because the accident occurred on an ice-covered river rather than on an ice-covered road.



**3. What happened as a result of the accident?**

- (A) A rescue boat capsized and sank.
- (B) A traffic patrol officer was hurt.
- (C) Two passengers suffered head injuries.
- (D) Three people drowned in a car.

The best answer is (D).

The passage also reports that the driver and two passengers in one of the cars drowned after the car sank; hence, “D” is the best answer. “A” is not the best answer because, although the report mentions an attempt being made to retrieve the drowned bodies and sunken cars, no rescue boats were reported to have sunk. “B” is not the best answer because no traffic patrol officers are mentioned in the report. “C” is not the best answer because no head injuries to any of the accident victims were reported.

### **Level 3**

**This passage is taken from an interview with a warden.**

**Ф:** Анатолий Григорьевич, похоже, что по количеству заключенных мы тоже впереди планеты всей. За счет чего пополняются наши тюрьмы и следственные изоляторы?

**М:** Действительно, серьезный вопрос. Так завелось у нас все еще с советских времен, что нужно как можно больше людей посадить в тюрьму. Существует палочная система. Работники органов внутренних дел должны за сутки несколько человек доставить в отделение милиции.

**Ф:** А кто это в план им спускает?

**М:** Ну, такого руководителя внутренних дел, который бы приказал: ты, Иванов должен, допустим, доставить в отделение милиции, пьяных, там, 20 человек, наркоманов, там, 15 человек, такого руководителя нет, конечно. Но негласная такая установка все еще существует.

**Ф:** А почему?

**М:** Видимо, это связано с тем, что, когда проходят отчеты, квартальные, там, годовые, чтобы рапортовать наверх, что вот такой орган внутренних дел раскрыл столько-то преступлений, такой - столько-то... Некое вот состязание между подразделениями.

**Ф:** И в результате число заключенных растет, количество преступлений тоже растет?

**М:** Конечно. Мы преступность можем искоренить только поднимая социальный уровень человека. А вот то, что некоторые работники правоохранительных органов пытаются внедрить в наше сознание, что, вот, смертную казнь надо ввести, нужны более суровые наказания, - это неправильно. Есть история... Давайте учиться на ошибках истории.

#### **Questions 4-5**

**4. What can one infer from this interview about the legal system in Russia?**

- (A) Some Interior Ministry bosses issue illegitimate arrest orders.
- (B) The number of inmates is higher than in Soviet times.
- (C) The law-enforcement personnel follow an unwritten quota law.
- (D) Police base the number of arrests they make on historical crime statistics.

The best answer is (C).

The passage is an interview with a prison warden, who is discussing problems in the Russian penal system, particularly the disturbingly large number of prisoners. One of the possible causes mentioned by the warden is that police are required to arrest a certain number of people per day,

although this requirement has never been issued as an explicit directive; hence, “C” is the best answer. “A” is not the best answer because the issuing of explicit orders by Interior Ministry bosses is denied by the warden. “B” is not the best answer because, although the problem is said to have originated in Soviet times, no comparison is made or implied with the present time in terms of number of prisoners. “D” is not the best answer because the warden implies that the number of arrests is based on a competition between precincts rather than on historical crime statistics.

**5. Which of the following conclusions can be drawn from this discussion?**

- (A) Holding law enforcement accountable will eliminate the quota system.
- (B) Improvements in the quality of life are likely to reduce crime.
- (C) Stiffer sentences for criminals will diminish the effect of the quota system.
- (D) High arrest rates will eventually reduce crime over time.

The best answer is (B).

The warden ends up by offering his opinion that the solution to the prison problem lies in raising the general quality of life in society rather than in imposing harsher penalties, as some have suggested. Therefore, “B” is the best answer. “A” is not the best answer because no reason is given to believe that the elimination of the quota system could be achieved simply by holding law enforcement accountable for their actions. “C” is not the best answer because the warden implies that stiffer penalties have historically proven to be a mistake. “D” is not the best answer because the problem, which has been linked to high arrest rates, has been in existence for some time already with no signs of abating.

## Level 4

This passage is from a talk show, *Anthropology of Man*.

**М1: Я, скорее, игрок, чем фаталист: я больше верю в случай.**

М2: А не заложен ли случай в той же самой нашей судьбе? На мой взгляд, у меня есть такой образ: наша жизнь – это как какой-то тоннель, скажем, трехметровой-четырехметровой ширины. Общее направление задано. Вы можете лавировать, то есть изменять, как вы считаете нужным, вы можете изменять свою жизнь только на этих вот четырех метрах, а общее направление задано. И свет или что-то там – в конце того тоннеля. Как вы относитесь к такому образу?

**М1: Любые образы и любые аналогии – они чреватые. Но я могу сказать, что: а теперь представьте себе, что моя онтология – не туннель, а наоборот – пустота, где вообще никаких рамок.**

М2: Прекрасно.

**М1: И как быть тогда?**

М2: Не знаю.

**М1: Зато я знаю. Надо смиренно ждать случая. Только надо все время ставить, то есть – все время работать. Каждый по-своему ставит. Поэтому – все зависит от наших онтологий. Если ваша онтология такова, то я не знаю, как там действовать. Это – ваша онтология. Я живу в другой онтологии и не знаю, как действовать в вашей.**

М2: А я не знаю, как действовать в вашей.

**М1: Отлично. И мы каждый бежим по-своему.**

М2: Да. Да, я – по тоннелю, а вы...

**М1: А я в пустоте.**

М2: Кстати, как вы относитесь к роману Пелевина «Чапаев и Пустота»? Его понятие пустоты мне показалось созвучным вашему.

**М1: Ну, пустота, наверно, всем созвучна одинаково – как пустота. А-А, но, вообще-то, это буддистское понятие. И я думаю, что корни представлений и у Пелевина и у многих других идут как отголоски буддизма. Буддизм был и остается одним из мощнейших философских течений, которые... которыми мы заражены, даже не замечая этого. Это проникает, как и христианство проникает, в людей; не замечают люди этого проникновения – порой.**

М2: Ну, да, такие понятия как доброта, по-моему, присущи всем.

### Questions 6-7

#### 6. One major difference between the speakers with regard to world view is

- (A) the way in which the course of an individual's life is determined.
- (B) the role that moral values such as kindness play in society.
- (C) the path an individual must follow to reach enlightenment.
- (D) the degree to which religion has influenced the progression of history.

The best answer is (A).

The passage is a conversation between two people who are discussing their respective world views. One of them believes that an individual's life path can be explained by reference to the concept of chance, whereas the other one believes that it is explained by reference to the concept of emptiness. Therefore, "A" is the best answer. "B" is not the best answer because moral values on the societal level are never discussed directly. "C" is not the best answer because, although the life path of an individual is discussed, the goal of enlightenment is never discussed. "D" is not the best answer because, although the influence of Buddhism is mentioned by one of the speakers, it is in connection with people's philosophy of life rather than with history, and the other speaker adds the example of Christianity but does not dispute the example of Buddhism.

#### 7. What does one of the speakers imply about the concept of emptiness?

- (A) It cannot account for the same range of phenomena as can the concept of chance.
- (B) Its best exposition is found in the writings of Pelevin.
- (C) Its propagation by a well-known belief system has led to a common understanding.
- (D) It is too vague to base a philosophy of life on.

The best answer is (C).

Towards the end of the conversation, one of the speakers is asked to elaborate on the concept of emptiness as expounded by the author Pelevin, and he offers the opinion that the concept is a result of the subtle, pervasive influence of Buddhism on society in general and on Pelevin in particular. Therefore, "C" is the best answer. "A" is not the best answer because the range of phenomena that can be explained by chance versus emptiness is never the topic of the discussion. "B" is not the best answer because the only discussion of Pelevin's exposition of emptiness involves its origin rather than its relative quality in his writings. "D" is not the best answer because, although one of the speakers does say that he cannot base his philosophy of life on emptiness, he does not imply that the reason is the vagueness of the concept.

## Appendix A: Interagency Language Roundtable Language Skill Level Description

### Preface

The following descriptions of proficiency levels 0, 1, 2, 3, 4, and 5 characterize spoken-language use. Each higher level implies control of the previous levels' functions and accuracy. The designation 0+, 1+, 2+, etc. will be assigned when proficiency substantially exceeds one skill level and does not fully meet the criteria for the next level. The "plus-level" descriptions, therefore, are subsidiary to the "base-level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is [sic] considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

These descriptions may be further specified by individual agencies to characterize those aspects of language-use performance which are of insufficient generality to be included here.

## Interagency Language Roundtable Language Skill Level Descriptions: Listening

### Listening 0 (No Proficiency)

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication. (Has been coded L-0 in some nonautomated applications. [Data Code 00])

### Listening 0+ (Memorized Proficiency)

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even such people as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.) [Data Code 06]

#### Listening 1 (Elementary Proficiency)

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements in areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some nonautomated applications.) [Data Code 10]

#### Listening 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete

utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) [Data Code 16]

#### Listening 2 (Limited Working Proficiency)

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts; i.e., the lines but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.) [Data Code 20]

#### Listening 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand implications. (Has been Coded L-2+ in some nonautomated applications.) [Data Code 26]

#### Listening 3 (General Professional Proficiency)

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

#### Listening 3+ (General Professional Proficiency, Plus)



Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension is not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in subject matter areas directed to the general listener. (Has been coded L-3+ in some nonautomated applications.) [Data Code 36]

#### Listening 4 (Advanced Professional Proficiency)

Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) [Data Code 40]

#### Listening 4+ (Advanced Professional Proficiency, Plus)

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent. (Has been coded L-4+ in some nonautomated applications.) [Data Code 46]

#### Listening 5 (Functionally Native Proficiency)

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise.

Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

## Interagency Language Roundtable Language Skill Level Descriptions: Reading

### R-0: Reading 0 (No Proficiency)

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all. [Data Code 00]

### R-0+: Reading 0+ (Memorized Proficiency)

Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. Unable to read connected prose. [Data Code 06]

### R-1: Reading 1 (Elementary Proficiency)

Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include descriptions of persons, places or things: and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. [Data Code 10]

### R-1+: Reading 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.

In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the

cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. [Data Code 16]

#### R-2: Reading 2 (Limited Working Proficiency)

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. Is typically able to answer factual questions about authentic texts of the types described above. [Data Code 20]

#### R-2+: Reading 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. [Data Code 26]

#### R-3: Reading 3 (General Professional Proficiency)

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or

international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas and "read between the lines," (that is, understand the writers' implicit intents in text of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. [Data Code 30]

R-3+: Reading 3+ (General Professional Proficiency, Plus)

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions, however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical or literary texts which do not rely heavily on slang and unusual items. [Data Code 36]

R-4: Reading 4 (Advanced Professional Proficiency)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. [Data Code 40]

R-4+: Reading 4+ (Advanced Professional Proficiency, Plus)

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural,

political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. [Data Code 46]

R-5: Reading 5 (Functionally Native Proficiency)

Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. [Data Code 50]